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Period Four

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Within the Teacher's Hands

School is one of the essential things in life because all children need to learn. Once those children mature, they would become our scientists, educators, politicians, executives, entrepreneurs, physicians. Since antiquity, placing students in a centralized locale has been the basis of education. Not every teacher teaches in the same fashion or strategy; therefore, some students do not get the best pedagogy. Even in the same classroom, two scholars possess unique gifts to cause the instructor distress. For the teacher to instruct at their ease, they propose a blanket plan through rote memorization and other forms of one-size-fits-all instruction. These plans disregard the pupils' appetites to explore and create. An inquiry-based learning style would encourage children to be innovative, emotionally connect to their education and enjoy childhood.

Primarily, an *inquiry* is a procedure used to resolve doubt and uncertainty by reviewing an individual's beliefs and ideas. The investigation requires a person to use their reflective and critical thinking skills based on their knowledge. This style is a dynamic approach to learning that involves exploration, questioning, making discoveries, and testing discoveries to search for a novel understanding. (Spencer, Walker)

Investigatory-based learning is a method where students actively or experimentally engage in problem-solving, hypothesis, and research. (Bonwell, Elson) In contrast to traditional education, in which the instructor takes control of the classroom, an inquiry-based pupil would

have more independence in their studies. A facilitator would guide students to pursue whatever they are fascinated about and relate their particular interests to their education. For instance, a student could be obsessed with dolphins. They would relish it if they incorporated their passion in the classroom. Some potential projects for a curious child include but are not limited to presentations, laboratories, independent research, mentoring, and group collaboration.

Today's children, who primarily deal with traditional schooling, are not receiving the love for learning that they should have. They have to sit still in classrooms for hours on end most of the week. "In the U.S., a typical day of school starts at about 7:30 a.m. and ends around 3:00 p.m. from Monday to Friday. Extracurricular activities are usually in the afternoons and early evenings during the school week" (CIEE). Other students might have other obligations in their lives, such as employment and domestic affairs, and piling up responsibilities is why children and teenagers rarely enjoy life. With inquiry-based learning, there is the potential for children to enjoy their knowledge instead of dreading it.

Academic achievement depends not only on intellectual ability but also on the individual's unique learning styles. Furthermore, there is no instructional strategy that fits all students, especially the centuries-old system in place today. Nevertheless, a student-centric program would meet each child's needs and cater to their best ability. With inquiry-based education, "students could achieve learning goals more efficiently when pedagogical procedures are adapted or accommodated to their differences." (Federico)

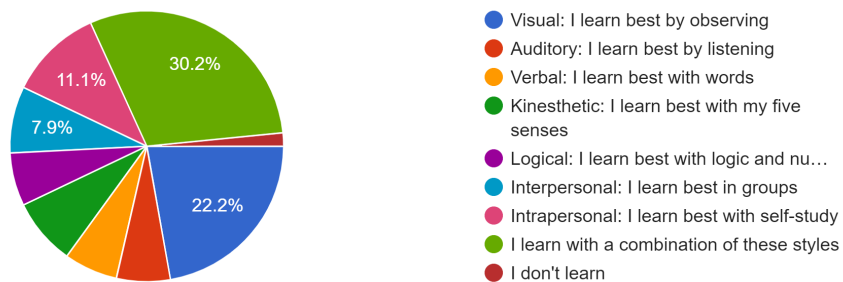
Researchers from Deakin University define *learning style* as a "distinctive and habitual manner of acquiring knowledge, skills or attitudes through study or experience." (Smith, Dalton). This means that a classroom of students might learn in different ways. Some types of learning style include: visual (learning with observation), auditory (learning by listening), kinesthetic

(learning through the five senses), logical (learning with logic, reasoning, and numbers), interpersonal (learning in groups), and intrapersonal styles (learning alone). Not every child fits into one type; therefore, most kids likely learn through multiple styles.

Sixty-three people filled out a form indicating their age and their school experience. The ages ranged from five to eighty-three, while their experiences were on a scale from one to ten. Those people had to identify their learning style(s) with the definitions given in the previous paragraph. Approximately a third of the respondents (19) indicated that they used multiple methods. The most prevalent learning style was the visual one, with fourteen participants choosing this answer. People who used numerous techniques and adults looked back at their experiences positively. In contrast, people currently in education, intrapersonal and kinesthetic learners view schooling negatively. As a conclusion of this survey, the conventional system caters most to visual, logical, and verbal learners because people who chose those three styles said that they enjoyed school or felt that their teachers catered to them.

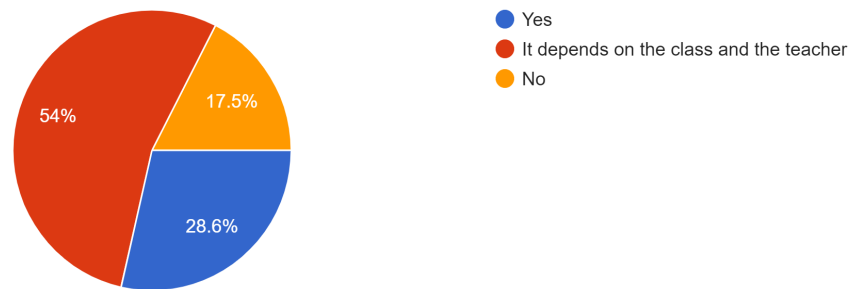
What is your learning style? If you don't know, you can read the descriptions provided with each answer.

63 responses



Do you think that school caters to your learning style?

63 responses

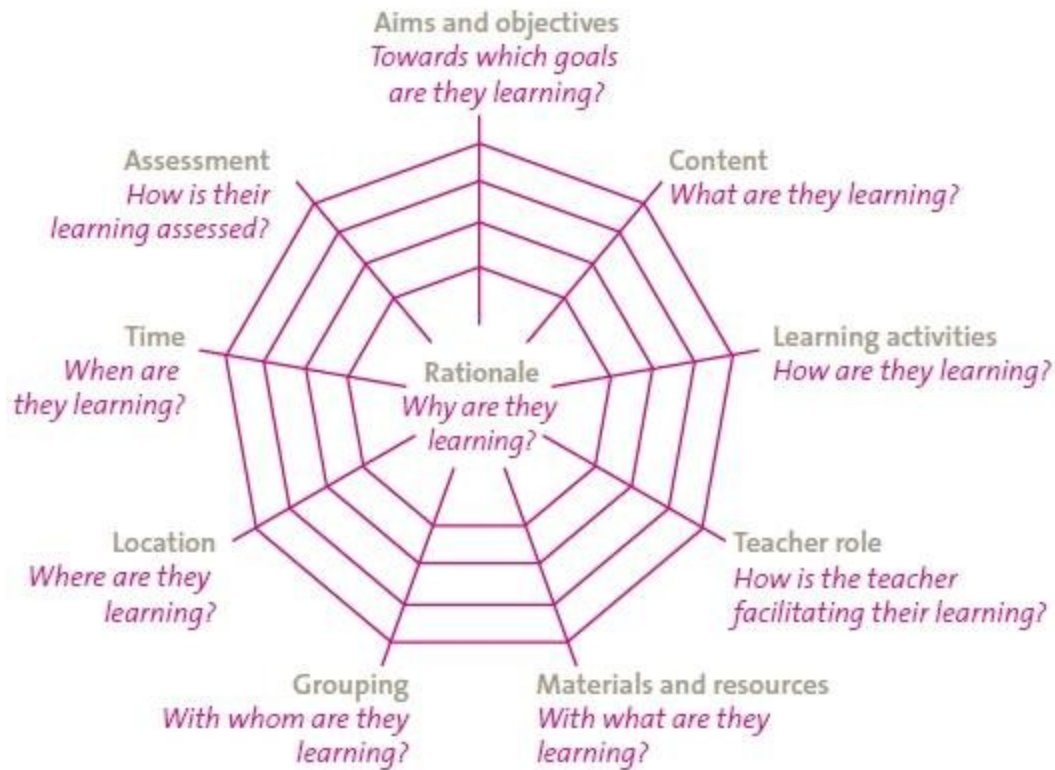


For educators, knowing learning styles can help identify and resolve student learning problems. (Shah et al.) Acknowledging these individual learning styles in the classroom would help improve the student-teacher relationship. There would be comprehensive lessons to suit each student's problem areas. This method would encourage the pupils to learn more effectively and efficiently. The educator can match the education material with the students' learning style. (Shah et al.)

The fundamental concepts of inquiry-based learning are independent thinking and personalization. This style empathizes with students' ability and intrinsic interests (the tabula rasa seeking information). At the same time, a more conventional technique would stress results (grades, test scores, retention rates). If there were grades or goalposts in an inquiry system, they would be far and few in between, contrasting with the competitive structure in place today. The individual (or group of individuals) would manipulate information and data to create meaning from said input. Students would have to think about their results and what they indicate. A pupil in a traditional program would only need to memorize the facts for an examination (those pupils do not need to use information in the long term; therefore, their working memories become diminished). The routine and predictability of a conventional system cannot match up with the

spontaneity and intellectualization of an inquiry-based pedagogy.

Picture this scenario: there is an elementary school with two teachers. One of those teachers practices a memorization-heavy curriculum, while the other uses an intellectual style. Both groups of students learn the same concepts, but only one class takes their studies to the next level. The inquiry-based students learn to appreciate school and education because of their teacher's enthusiasm and dedication. The instructor fosters the belief that learning is more valuable than grading and other metrics of success. In that classroom, the inquisitive scholars applied available sources and interdisciplinarity erudition. The professor connected each concept like spider webs. After a couple of years, there was a stark difference between the students from the two teachers. The students who were in the general classroom performed average, if not poorly, in higher grades. They shied away from intellectual and abstract pursuits and focused heavily on the concrete. On the other hand, the pupils in the inquiry-based classroom became the "gifted and talented" kids, or the children that demonstrated considerable interest and ability in their studies.



Inquiry-based learning might seem to be too idealistic, but it is the next step in education. But before students can think critically, they need to have something to think about in their brains. (Johnson) Moreover, this sort of material requires some usage of rote memorization. For instance, one would have difficulty remembering multiplication or the periodic table if they relied solely on their inquisition. Memorizing facts and information is essential because it is the stuff that fills up people's heads. Knowledge without comprehension is of little use, but understanding requires expertise and takes time and effort. (Johnson) Consequently, educators should use a combination of rote and inquiry in a child's schooling.

Although sometimes memorization is necessary, pure rote learning does not encourage critical thinking skills. Instead, this type of learning promotes black and white thinking, closed-mindedness, and passive learning. Rote learners never learn to question and explore because their minds receive information and recall it at the right time (Ho). These people develop

their listening and writing skills, but not their thinking and questioning skills. (Ho) If children had the chance to expand on their knowledge, they could understand the "why" of things and motivate themselves to learn. Reforming education could change how our world works, and it starts in the classroom.

Overall, an inquiry-based learning structure encourages children to be innovative, emotionally connect to their education and enjoy childhood. This structure would allow students to actively participate in their studies instead of sitting in a chair for years straight. Children are naturally curious creatures, so allowing them to explore their universe would increase their happiness levels. Active learning also incorporates all learning styles compared to a verbal and visual system. Enjoyment is vital when considering children, so always remember that the future is within teachers' hands, and they can mold society into something better. Choose the children over results.

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